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AUTHOR	Gaul, Patricia Reitz
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ABSTRACT

This special demonstration project was undertaken to field test and disseminate a curriculum entitled Emergency English for Refugees (EER). Designed to meet the immediate English language needs of pre- and non-literate adult refugees and immigrants, the EER is a 26-unit competency-based English-as-a-second-language (ESL) curriculum that deals with areas of competency judged necessary for survival in the daily routine of American life. During the project, the EER was field tested on a group of 41 pre- and non-literate Indochinese women of childbearing age. After compiling data from pretests and posttests administered to the women as well as from unit evaluations submitted from the EER instructor, project staff developed a revised version of the EER. Next, efforts were made to disseminate the EER to adult basic education and ESL professionals and paraprofessionals across Pennsylvania. These dissemination efforts included a seminar on the EER curriculum and three statewide six-hour training workshops on the use of the EER. (Appended to this report are the EER curriculum; its 26 units of study; sample pretests, posttests, unit tests, and unit evaluations; and a brochure describing a videotape of the EER training workshop.) (MN)

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FINAL REPORT

DEVELOPING AND DISSEMINATING A CURRICULUM

IN

ENGLISH LANGUAGE SURVIVAL SKILLS

FOR

PRE- AND NON-LITERATE SPEAKERS OF OTHER LANGUAGES

Project # 98-2001

Patricia Reitz Gaul
Program Administrator
The Center for Literacy, Inc.
3723 Chestnut Street
Philadelphia, PA 19104

July 31, 1982

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Copies of this report can be obtained by sending $2.50 to The Center for Literacy, Inc. 3723 Chestnut St., Philadelphia, PA 19104.

Information regarding the EER Curriculum and training tapes can be obtained by contacting Lutheran Church Women, 2900 Queen Lane, Philadelphia, PA 19129.

ABSTRACT

This 310 special demonstration project field tested and disseminated the Emergency English for Refugees (EER) curriculum designed to meet the immediate English language needs of a pre- or non-literate adult second language refugee/immigrant. It is of special import to Adult Basic Education (ABE) practitioners with a refugee clientele as described.

INTRODUCTION

The purpose of this special 310 demonstration project was to field test a competency based ESL literacy curriculum to determine the effectiveness with the growing pre- and non-literate refugee population in the state. A secondary purpose was to make the curriculum available to ABE and literacy practitioners statewide and to provide a system of delivering curriculum training that would be reasonably priced and readily available for professionals and paraprofessionals in any locale throughout Pennsylvania who serve the refugee clientele.

The first wave of "boat people" arriving in the United States from Vietnam were, for the most part, literate in their own language. As Indochinese refugees continue to seek asylum in our country, increasing numbers are non-literate and even pre-literate, i.e. representative of a culture whose language has no written form. Existing ESL materials, indeed the ESL teaching community, had assumed literacy on the part of the immigrant and was not prepared to meet the ESL needs of the non- and pre-literate refugee.

In Philadelphia, 5,000 of the city's refugee Indochinese population of 10,000 reside in the University City area known as West Philadelphia. These include 200 families of Hmong, a tribal people from the northern hills of Laos whose language was coded in the 1970's. Given its location in West Philadelphia, it was inevitable that The Center for Literacy (CFL) would feel increasing pressure to meet the ESL needs of these refugees. Research yielded minimal materials and methodology for the pre-literate. Hence, the curriculum field-tested in this project was developed to fill the void.

The project covered a time span of twelve months from July 1981 through June 1982 and focused on Hmong women of child-bearing age within walking distance of the classes, as it was recognized that they had the least written language background of any refugee population and would remain the most isolated due to family responsibilities. Subsequently, Laotion, Vietnamese and Cambodian women were instructed in the curriculum as were Haitian, Cuban, Ethiopian and eastern European refugees. The opportunity to extend the field testing to those additional persons was afforded by volunteers and broadens the base from which the conclusions presented in this report were drawn.

The EER curriculum was disseminated via a six hour workshop designed

to instruct ABE/ESL professionals, paraprofessionals and volunteer tutors in its theory and use. Subsequently, the workshop was recorded on video tape and made available throughout the field. A descriptive brochure was produced instructing interested persons in the purchase, rent, or reproduction of the training tapes.

The author of this report wishes to thank the following persons for their support of and participation in the project:

Marti Lane, author of EER and producer of the video training tapes

Marlyn DeWitt, Executive Director of The Center for Literacy

Norma Patel, ESL instructor of the project classes

Karen Dahmer, volunteer tutor and co-producer of the video training tapes

Jay Smith, Susan Hagerty and Sundar, volunteer ESL teachers who taught 6 classes of World Refugee Relief Service refugees using the EER curriculum

ESL Advisory Committee of CFL who coordinated supplementary activities

Volunteer tutors, especially Lucia Esther, Elizabeth Thorp, Maureen Carlson, Larry McClenney

Lucia Esther, volunteer coordinator of the English conversation/craft circle that grew into a source of income for over fifty Hmong women

Judy Montgomery, graphic artist.

CHAPTER I

CURRICULUM AND FIELD TESTING

Background

The curriculum developed for and field tested by the terms of this project is the Emergency English for Refugees [A] by Marti Lane, coordinator of the Volunteer Reading Aides, Lutheran Church Women of America. EER was in its third draft at the time the project was undertaken, the first and second editions having received cursory field testing through volunteers at CFL. A controlled environment was required to monitor the effectiveness of the methodology with the target group of pre- and non-literate ESL students.

By design, EER was to meet the immediate English language needs of the newly arrived pre- and non-literate refugees, specifically of Indochinese background. The arrival of the "boat people" between 1975 and the present revealed a striking deficiency in ESL materials and methodology. The ESL teaching community was equipped to deal with literate second language arrivals. Nothing had prepared the ESL or ABE professional for the increasing number of non-literates enrolling in English classes and the concerned sponsors of refugees desperately seeking professional help in the acculturization process. Materials created to meet the new demand were often expensive or "localized", i.e. created by individual ESL teachers "on the spot" who were hard pressed for the time to put their often successful improvisations into written form. The concept of EER was to offer an effective competency-based literacy curriculum and to devise an inexpensive system to deliver the curriculum to practitioners.

Description

EER consists of26 units [B] dealing with areas of competency judged necessary for survival in the daily routine of American life. It correlates with the Oxford Picture Dictionary of American English. A Teacher's Manual provides background theory on teaching English as a second language, the oral components of each of the 26 units and 50 pronunciation lessons. A Student

Workbook provides the reading and writing components.

The curriculum is consistent with proven ESL pedagogy in presenting all material in the evolutionary process from listening through speaking, reading and writing. Visual aids are employed, especially in the literacy and speaking phases and in the transition from speaking to reading. EER is controversial in its introduction of reading and writing in the first unit. The curriculum is based on the premise that reading and writing will reinforce the pre-learned oral skills and insure a more thorough and faster mastery of the English language. This is not revolutionary when teaching ESL to a literate individual but there is considerable debate among ESL professionals as to its appropriateness when teaching ESL to a pre- or non-literate individual. Those who oppose the approach believe the individual should be taught literacy in his/her native language prior to literacy in English. The author of EER says 'not necessarily'. The author recognizes the urgency of acquiring as much English language proficiency in as short a period of time as possible requires reading and writing as a reinforcement and extension of literacy and speaking.

Each unit accordingly is presented as follows:

1. Listening and speaking
    a. Vocabulary
    b. Sentence patterns
    c. Dialogues
    d. Pronunciation drill
2. Reading and writing

Each unit presents suggestions as to visual aids required and the correlated pages of visual representation in the Oxford Picture Dictionary of American English.

Procedure

The target group selected for the field testing of the third draft of EER was composed of 41 pre- and non-literate Indochinese women of childbearing age residing within walking distance of the class site, the Woodland Presbyterian Church at 42nd and Pine Streets in West Philadelphia. This group would meet the criteria for controlled field testing and would be well served by the EER curriculum since the women were unschooled and in danger of remaining the most isolated members of the refugee population due to family

related duties and restrictions. The women were selected and screened by the Nationalities Service Center, the funding source of the classes under Title XX funding.

Norma Patel, a TESL graduate student at Temple University with four years' experience, was hired as instructor. A class of fifteen was held July 1981 through May 1982. A second class of fourteen was held August 1981 through June 1982. Each class met three hours daily for four days each week.

Testing was accomplished through the following:

1. A Pre-Test[C] administered to all participants. The same test served as Post-Test upon termination of the project.

2. Pre- and Post- Unit Tests[D] given for selected individual units to determine the appropriateness of the material as well as the comprehension and retention of the students.

3. Unit Evaluations[E] submitted by Ms. Patel upon completion of each unit.

The data compiled was utilized to prepare a final version of EER. Observations of the personal reaction and growth of class participants by Ms. Patel, volunteer tutors and this report's author also provided input for the completion of the curriculum.

CHAPTER II

COORDINATION

Background

CFL has offered one-on-one tutorial services to functionally illiterate adults through a network of volunteer tutors since 1968.[F] An ESL component was added to the program as far back as 1975 and approximately 50 ESL adults were clients yearly since that time. It became apparent that the demand for service from the refugee community warranted the attention of a full time staff person. An ESL Program Coordinator was hired in September 1981 and was charged with coordinating the 310 special demonstration project and expanding the ESL component of the 306 program contract. Conceptually, volunteers trained under 306 would work with the classes either as classroom aides or as one-on-one supplementary tutors for the students designated as requiring additional help. They would further assist in the practical application of the skills learned in the EER units, i.e. organizing trips to the post office, schools, service agencies, stores, etc. to assist the women in gaining the confidence necessary to initiate such excursions themselves and assimilate with more ease into American culture.

Procedure

All prospective ESL volunteers are trained in tutor training workshops offered by CFL staff. Methods and techniques of teaching English are incorporated in the workshop. EER and the Laubach Way to English are core curriculum. Language experiential techniques are suggested for use with all ESL students.

Trained tutors are assigned at their preference to a) one-on-one tutoring with class members; b) one-on-one tutoring with other ESL clients of CFL under the 306 volunteer tutor program; or c) small group tutoring under the 306 contract.

Volunteers trained prior to the project participated in its implementation. Two worked in the classrooms with Ms. Patel through the fall of 1981. Others were assigned to class members on a one-on-one basis to supply supplemental tutoring. Volunteers trained as the project progressed were

assigned as needed.

Volunteers displaying unusual aptitude and interest were invited to serve in an advisory capacity on the ESL Advisory Committee. Membership on this committee encompassed CFL board and staff representation, experienced ESL professionals and interested tutors. Although advisory by design, the committee functioned as a working arm of the program administrator and the class instructor.

Three classes, organized by World Refugee Resettlement Services at the Chestnut Street Baptist Church, are also field testing the Emergency English materials. The opportunity to expand the field testing was seized when the three volunteers assigned by WRRS to these classes came to CFL for assistance. The volunteers were trained by CFL and are contributing to the integrity of the proposal by proving the effectiveness of Emergency English with persons of Cuban, Haitian, Ethiopian and Eastern European backgrounds.

CHAPTER III

DISSEMINATION

Background

Given Marti Lane's and CFL's experience with volunteer tutorial programs, it was a natural evolution to design a training workshop to prepare a network of persons in the use of the EER curriculum. The six-hour workshop also includes background information on language, stress, intonation and techniques for teaching English as a second language. Much of the content is a refinement and extension of the training workshop module employed by Laubach Literacy Action (LLA) councils nationwide to train volunteer ESL tutors. EER is therefore easily extended to the existing network of LLA councils with access to certified ESL tutor trainers. However, such trainers are in short supply and there appeared to be no easy access to the workshop by ESL/ABE professionals and paraprofessionals not connected with the LLA programs. To resolve the access problem the six-hour EER training workshop was video taped on three one-half inch cassettes entitled, "If You Can Speak English, You Can Teach English", and includes the following five segments:

1. An introduction
2. Teaching Vocabulary
3. Teaching Dialogue
4. Teaching Reading and Writing
5. A sample lesson

Viewers need the EER Teacher's Manual, the Student Workbook and a Video Tape Study Guide to be successfully trained through the video tapes. The cassettes are also appropriate as a review/refresher course for ESL teachers and tutors.

Procedure

To educate ABE/ESL professionals and paraprofessionals across the state to the existence of the EER curriculum and the video taped training workshop the following steps were taken:

1. A needs assessment was conducted to determine the three most appropriate areas in the state in which to conduct the three ESL teacher/tutor training workshops

provided by the 310 contract.

2. A descriptive brochure[G] was prepared entitled, "If You Can Speak English, You Can Teach English". It contains information regarding the EER curriculum and the securing of the video tapes by purchase, rental or reproduction.

3. A seminar was presented at the Pennsylvania Association for Adult and Continuing Education (PAACE) Mid-Winter Conference (February 1982) on the competency-based literacy curriculum as applied to pre- and non-literate adult refugees.

4. Three statewide six-hour training workshops on the use of the EER curriculum in teaching pre- and non-literate adult refugees were presented in Pittsburgh (April 24, 1982), Philadelphia (May 1, 1982) and Harrisburg (May 8, 1982).

CHAPTER IV

RESULTS

Attendance

Forty-two women were enrolled throughout the year and twenty-five completed the course with a compilation of 12,821 instructional hours representing an average attendance rate of 305 hours. Volunteers trained by CFL staff have given 2,192.5 volunteer hours of supplementary tutoring and community experience to the class members. Much of the latter was in the form of an English conversation/sewing circle (see Chapter VI), a winterization program (including a heat audit of their homes), and Open House luncheons initiated and prepared by the women, a rummage sale of needed furniture and clothing, community excursions and a visit to outlying farms.

An additional 1,466 hours of instruction were given to thirty-eight students at the three classes offered by volunteers for the WRRS at the Chestnut Street Baptist Church December 1981 through June 1982.

Field Testing

1. Pre- and post-tests administered to thirty-three students at the beginning of classes and twenty-one upon termination. Results showed each was able to say and write his/her name, address and telephone number. Most were able to count and write the numbers from 1 to 100 and write the alphabet, both upper and lower case. The least progress was demonstrated in punctuation and spelling. All could read most of a want ad and shopping ad.

2. Unit tests administered for selected individual units to active students at completion of unit of study. Results evaluation by author of EER to determine effectiveness of material.

3. Unit evaluations submitted by Ms. Patel and Mr. Smith upon completion of unit of study to author for evaluation.

Coordination with 306 Project

The project director, on staff since September 1981, has coordinated the 310 project along with structuring a volunteer ESL program to parallel CFL's basic literacy program under 306 funding. Forty-five ESL tutors have been trained in bi-monthly tutor training workshops. One Hundred

eighty-seven students (excluding the 42 enrolled in the 310 project classes) have been provided with 6,370.5 hours of one-on-one or small group tutoring program and staff designs.

By program design, the two components are complementary. All tutors are given the same training enabling volunteers to move comfortably to assignments in either program. Those tutors assigned to the class situation received the enriching experience of observing an experienced ESL teacher. Many donated hours of their time in the classroom as aides. Others were encouraged to volunteer to teach classes of their own, thus extending our ESL capacity. The tutor retention for the 310 project is 100 per cent, as opposed to an 80 per cent rate for the 306 tutor. This author feels this is the result of the teacher, aide, tutor model in that (a) the tutor or aide becomes more confident and skilled through exposure to the teacher, and (b) the volunteer does not experience the same isolation as does a tutor assigned to an individual student not involved with a class.

The eight member ESL Advisory Committee assumed responsibility for the Open House held February 21, 1982, for portions of tutor recruitment, for newsletter articles and for the conversation/sewing circle. Five of the eight were tutors. All had tutored for CFL at some point. Consequently the committee members had a keen sense of program and were initiators.

Dissemination

ABE/ESL practitioners and representatives of literacy councils across the state attended the three six-hour EER training workshops presented in Philadelphia, Pittsburgh and Harrisburg. Two thousand brochures, "If You Can Speak English, You Can Teach English", describing the training video tapes and the procurement procedure were distributed at the seminar and at PAACE. Over thirty persons attended the seminar presented at the Mid-Winter Conference of PAACE introducing the competency-based literacy curriculum, EER.

The most significant aspect of the PAACE seminar and the Philadelphia area workshop was the participation of six of the women enrolled in the classes. A demonstration lesson was taught with their cooperation, and each read passages selected at random from previously taught material. Their participation as students for workshop trainees added a dramatic real life simulation. Their poise was admirable. Their reception showed an appreciation of the courage it took to expose themselves to a professional audience.

CHAPTER V

PROBLEMS

For any ABE/ESL practitioner working with a similar clientele, the following situations should be anticipated:

1. The ethnic communities are close knit and rife with misunderstanding and rumor. Our personnel did not appreciate this reality until a problem arose in class regarding perceived preferential treatment on the part of the instructor. Ms. Patel began to call on a faster student for responses less often in order to give more timid students an opportunity to answer. From this rumors grew until a meeting of the class, husbands, Ms. Patel and the project administrator was held with interpreters.
2. Testing was difficult because the women, in their anxiety and desire to do well, communicated content quickly to those waiting or untested till a later time.
3. Culture differences at times resulted in misunderstanding, i.e. the giggling the women resorted to when asked questions caused a nervous reaction in Ms. Patel, until she became more aware of the variables of acceptable behavior.
4. The interaction of the Lao, Vietnamese, Cambodian and Hmong was not given enough consideration in our program design. Minor incidents could have been avoided by more intelligent placement, i.e. the Hmong and Lao women are from vastly different cultures although sharing a common native land. Their hostility was contained but did create some uncomfortable moments for the instructor.
5. The temptation to underestimate their adulthood due to their size and polite demeanor can result in tutors not treating the Indochinese as equals but as recipients. Vigilance was required on the part of the staff to circumvent this tendency and to encourage volunteers to be more knowledgeable of the cultures and mores.

6. Attendance began to suffer in the second half of the program as welare charges took relatives to the job force at a time when there was also less money available for child care programs. Also, many were pregnant and gave birth during March, April and May. The charge given by their leaders to increase their numbers is taken seriously and the spring of the year brought a drastic reduction in attendance due to childbirth.

7. Due to their pre- and non-literate state, many were afraid to learn, afraid to be tested and considered themselves "too old" or "too foolish". Support and a warm atmosphere was literally lavished by personnel involved to bring the students to a level of comfort and confidence in the learning process.

8. Many of the EER units contained too much material and were not always consistent in building from the known to the unknown. Persons using the curriculum should be advised to exercise selectivity in its usage and to allow considerable more time for more difficult units.

9. As the training workshops were presented, the presentor found that educators attending the sessions in order to receive their stipends rather than knowledge were distracting at best and annoying to educators seriously involved in learning the curriculum. There was also some resistance evident to the concept of volunteerism. Since a trained volunteer can be an effective arm of the professional, the attitude should be addressed in future seminars.

CHAPTER VI

CONCLUSIONS

Curriculum

The EER curriculum was found to be of potential use as a method but of more significant use as a supplement to a core curriculum such as the Laubach Way to English, Reading and Spelling Via Phonics, New Horizons for or the Dixson approaches. It provides practical knowledge but its units are not necessarily sequential. The tutor/teacher can therefore select those units appropriate for and most needed by the individual student. The tutor/teacher must be careful not to consider units in terms of time but in terms of content. Some units present considerable portions of material and must be taught in increments that can be absorbed by the student.

The tutor/teacher is also reminded that the method employs a rote/memorization approach to reading and writing. Much time will be spent in modeling and response. Reading and writing is successfully used as a reinforcement of listening and speaking. EER, however, was not intended to be a complete approach to literacy. It is a beginning, not an end in the acquisition of the language. As such, in its elemental presentation, it is effective for the pre- and non-literate second language adult student. It is also appropriately and successfully used by a literate student with no or minimal knowledge of English. For the new arrival with prior knowledge of English, it becomes a resource text in the necessary survival skills.

The tutoring hints and procedures found in the introduction to the Teacher's Manual are recommended for their directness and brevity. Persons charged with the training of tutors/teachers are well advised to master them and insist on their strict implementation since they provide a structure for tutor/student interaction. If the structure is consistent, the task is defined for the student and the level of comfort rises. New material can be introduced within the procedural structure with less verbiage and less confusion.

Pronunciation drills, both those in the units and those presented as a separate section of 50 lessons, are designed specifically for the difficulties the Indochinese experience with the language. They are, however,

effective with any second language student and can be used independent of the total curriculum.

Delivery Model

The blend of the class taught by a certified teacher and the volunteer tutor in a supplemental role proved highly successful. The student received more hours of instruction than usually available through the one-on-one model. Saturation, continuity and reinforcement were all present as needed by any individual. The tutors' skills were better utilized as volunteers could choose to be either a classroom aide or a one-on-one tutor offering additional hours to students recommended by the teachers. Whatever the choice, the tutors benefited from the supervision and guidance of the teacher. The sense of isolation, often a very real element in the one-on-one delivery model, was absent. Volunteers displayed no reluctance to deal with a paid teacher. In fact, they seemed excited by the project and their supportive role in it. The tutor retention rate was 100 per cent over the year among those tutors assigned to the classroom model. Those assigned on a regular one-on-one basis with students under the 306 contract did not enjoy as high a retention rate and experienced a less stable student attendance rate.

The success of this project has prompted experimental changes in the service delivery for the whole of the CFL programs. Staff will be more involved in class teaching and trained volunteers will be utilized as individual student needs dictate.

Dissemination

The process of presenting the curriculum to the ABE/ESL practitioner through the Mid-Winter Conference of PAACE and three state wide workshops appears to be an effective one. The training tapes have been used by literacy councils throughout the state where no ABE programs or literacy trainees are easily available.

The project concluded in a ceremony on June 22, 1982 with an unanticipated high point. Barbara Bush, wife of Vice President George Bush and literacy spokesperson, presented the certificates to the women who completed the course. The event was covered by Channel 3 and Channel 6 on their evening news shows.

CHAPTER VII

HMONG CRAFT PROJECT

At the November meeting of the ESL Advisory Council, a suggestion was made to display some of the Hmong traditional craft (needlepoint and applique) at CFL for possible sale to staff, tutors and students. Christmas was coming and the pieces of art sewn by the women in the class would make unusual gifts. A volunteer tutor and council member, Lucia Esther, agreed to bring the women and their craft to the Center.

From this suggestion, a highly successful project grew. The Council chairperson, Gail Weinstein, had long nurtured a dream of combining English conversation instruction and sewing circles where craft would be produced for sale at local fairs and outlets. The two women combined their efforts and by Christmas Hmong artisans had attended three sales and sold $1,547.00 worth of items!

Since then, Ms. Esther has continued the project. Fifty-three Hmong were involved in the sales as artisans, drivers, and marketing personnel. Each item is inventoried, photographed and tagged. Originally the money was returned dollar for dollar to the artisan. At this point, a ten per cent fee is charged in order to meet transportation and table fee expenses. The artisans wear traditional costumes to each sale and demonstrate their skill to interested persons. They have sold at 21 sales including folk and local fairs, International House, art exhibits and craft leagues. They have sold as far away as Stone Harbor, NJ. Over $9,000 has been earned by the women as supplemental income for ther families.

The marketing, design, English and math skills of the participants have grown immeasurably. The fiscal outcome is an obvious benefit. A more subtle benefit is the protection against exploitation the increase of skills and confidence bring.

A proposal requesting funding for continuing the project has been submitted to corporate sources. Sun Company, Inc. has agreed to underwrite the cost of producing a catalog and publicity brochures. Funding would allow the present volunteer coordinator to continue on a part time basis for one year. It would also provide an ESL instructor to continue additional

instruction in English and basic math. The intent is to bring the Hmong participants to a skill level that will enable them to assume control of their own business.

The craft project has served as a prototype for the program funded by a 1982-83 310 special demonstration project at Lancaster-Lebanon I. U. 13. Ms. Esther has served as a consultant for this project as has CFL staff.

TABLE OF CONTENTS:

THE EMERGENCY ENGLISH WORKBOOK

LESSON 1: GETTING STARTED - 1
Reads some classroom and food words, some common sentence patterns
Writes alphabet in small letters (manuscript writing), a few words, name

LESSON 2: TABLE TALK - 10
Reads common food words, more common sentence patterns
Writes words, alphabet in capital letters (manuscript writing), name

LESSON 3: FOOD - 20
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Writes numerals 0-10, short answers, one-word sentence completions

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Writes short answers, simple personal information forms

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Reads ruler, thermometer, speedometer, scale; common words and abbreviations of measures
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Writes short answers, name, address

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LESSON 15: USING THE TELEPHONE - - - - - - - - - - - - - - - - - - 122
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Writes short answers, address and phone numbers

LESSON 16: IN THE HOUSE - 132
Reads household vocabulary, descriptions of rooms, how-to-fix-it instructions
Writes short sentence answers, crossword puzzle

LESSON 17: MAIL - 150
Reads stamp values, post cards, letters, how to write a letter, mail things
Writes addresses, a brief letter, short answers

LESSON 18: DESCRIBING PEOPLE - - - - - - - - - - - - - - - - - - - 158
Reads some colors, some parts of the body, personal subject pronouns, common adjectives, some common verb conjugations
Writes brief personal information, simple questions, short answer completions

LESSON 19: PERSONAL HEALTH - - - - - - - - - - - - - - - - - - - 164
Reads more parts of the body, thermometer, medicine bottle instructions, common dosage words
Writes short answers

LESSON 20: CLOTHING - 169
Reads names of common clothing, general information about sizes of clothing, buying clothing
Writes short answers, completions, short sentences beginning with yes, no

LESSON 21: JOBS- 176
Reads common occupation titles, descriptions, job applications, tips on job-hunting, help-wanted ads
Writes simple application forms, short answers

LESSON 22: CHECKS AND MONEY ORDERS - - - - - - - - - - - - - - - 180
Reads information about writing, using checks and money orders, samples of both
Writes sample checks, money orders, short answers, multiple ways of writing dates

LESSON 23: HOUSING - 187
Reads newspaper ads, ad abbreviations, hints on how to read ads
Writes short answers

LESSON 24: PAYING BILLS - 190
Reads housing cost information, utility bills, how to pay bills, how to budget monthly income and expenses
Writes short answers, month's household budget

LESSON 25: SCHOOL - 194
Reads general information about North American school systems
Writes short answers (school vocabulary)

LESSON 26: THE SEASONS - 197
Reads seasonal vocabulary, brief seasonal weather and activity information
Writes short answers, completions

Pre-Test for EMERGENCY ENGLISH FOR REFUGEES

ASK STUDENT:	SCORE (check 1) All Correct	Most Correct	Some Correct	Not Correct
1. What is your name?				
2. What is your address?				
3. What day is this?				
4. What month is this?				
5. What year is this?				
6. What are you studying in this class?				
7. What time is it?				
8. Please say the alphabet: a, b, c, ...				
9. Please print the alphabet (small letters)				
10. Please print the alphabet (capital letters)				
11. Please count 1-15, 23-30, 85-100				
12. Please write the numbers 1-15, 37-43, 88-100				
13. Please print your name, address, telephone #				
14. Please sign your name				
15. Look at this map. Where do you live? (city) (map)				
16. Look at page 1. (For each item ask) What is this?				
17. Look at page 1. (For 6 items ask) Do you have a ?				
18. Look at page 2. (For each item ask) What is this?				
19. Look at page 3. Point to a capital letter.				
20. Point to a period.				
21. Point to a question mark.				
22. Point to a comma.				
23. Point to quotation marks.				
24. Point to an exclamation point.				
25. Look at page 4. Read the telephone # (aloud)				
26. Read the grocery ad (aloud)				
27. Read the zip code (aloud)				
28. Read the apartment for rent ad (aloud)				
29. Look at page 5. Read each word and tell the sound it begins with.				

Student

TESTER

Date

THE CENTER FOR LITERACY 3723 Chestnut Street Philadelphia, Pa. 19104 [215] EV2-3700

EMERGENCY ENGLISH FOR REFUGEES

Instructions for Administration of the Unit Pre and Post Tests:

1. Administer the same test before and after the unit.
2. Do no prompting.
3. Check "yes" or "no" where appropriate.
4. As the student responds, the tester records responses in this way:

a. Circles all omissions.	The boy went into (the) stable.
b. Notes substitutions.	The boy went walked into the stable.
c. Indicates self corrections.	The boy went ~~walked~~ into the stable.
d. Notes insertions.	The boy went into the old stable.
e. Supplies the word and indicates thus - T (tester supplied) if the student hesitates for five seconds.	The boy went into the T stable.

5. Indicate number and name of unit, your name, the student's name and the date.

Did you find the testing easy to administer?

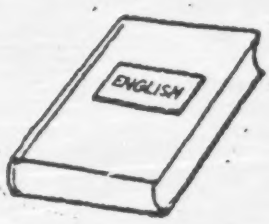
UNIT 1 PRE ___ POST ___ DATE _____

VOCABULARY

1

2

3



4

5

6

	YES	NO
1.		
2.		
3.		
4.		
5.		
6.		

SENTENCE PATTERNS

This is (a) _____.

What is this?

DIALOGUE

My name is _____.

What's your name?

My name is _____.

READING

This is a book.
This is a pencil.
This is a table.
This is a chair.

The pen is on the table.
The paper is on the table

Do you have a book?
Yes, I do.

WRITING

a pen

a chair

Name: _____

STUDENT _____
TESTER _____

UNIT II PRE ___ POST ___ DATE _____

VOCABULARY

1

2

3

4

5

6

	YES	NO
1.		
2.		
3.		
4.		
5.		
6.		

SENTENCE PATTERNS

This is a/an _____.

What is this?

These are _____.

What are these?

The _____ is on the _____.

Where is the _____?

DIALOGUE

This is Mr./Mrs./Ms. _____.

I'm pleased to meet you.

Please come in.

Thank you.

Unit II

READING

This is an apple.

I have a glass of orange juice.
I have a cup of coffee.
The milk is on the table.
The water is on the table.
I have some fruit.

WRITING

Mr. Mrs.

Ms . a fork

a spoon

Name: _____

STUDENT _____
TESTER _____

UNIT III PRE ___ POST ___ DATE _____

VOCABULARY

1

2

3

4

5

6

	YES	NO
1.		
2.		
3.		
4.		
5.		
6.		

SENTENCE PATTERNS

Keep _____ in the _____.

DIALOGUE

Do you like _____?

Yes, I do.

No, I don't.

Unit III

READING

Food is what we eat and drink.
We eat with a knife, a fork and a spoon.
We drink with a cup and a glass.

WRITING

Write 4 foods you have in the refrigerator.

Write eat or drink.

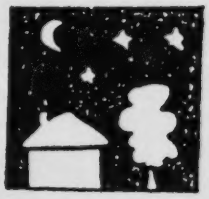
I _____ bananas.
I _____ fish.
I _____ milk.
I _____ eggs.
I _____ tea.
I _____ water.

STUDENT _____
TESTER _____

UNIT IV PRE ___ POST ___ DATE _____

VOCABULARY

1



2

3

4

5

6

	YES	NO
1.		
2.		
3.		
4.		
5.		
6.		

SENTENCE PATTERNS

I have _____.
What do you have?

I have _____ _____.
How many do you have?

DIALOGUE

I need 2 eggs, please.
Here you are.
Thank you.

Unit IV

READING

We eat 3 meals a day.
We eat breakfast in the morning.
We eat lunch at noon.
We eat dinner in the evening.

There are 4 food groups.
There is a milk group.
There is a meat group.
There is a fruit and vegetable group.
There is a bread group.

WRITING

Please write the numbers from 1 to 20.

STUDENT _____

TESTER _____

UNIT V PRE ___ POST ___ DATE _____

VOCABULARY

1

2

3

4

5

6

	YES	NO
1.		
2.		
3.		
4.		
5.		
6.		

SENTENCE PATTERNS

I _____ at _____.

When do you _____?

DIALOGUE

What time is it, please?

It's _____.

Thank you.

Unit V

READING

She has some bread and meat.
She has some fruit and milk.
She studies English in the afternoon.
She writes from 7:30 P.M. to 8:15P.M.

WRITING

My name is _____.
I get up at _____.
I have breakfast at _____.
I have lunch at _____.
I have dinner at _____.

Please write (a.m. or p.m.)

It's 6:15 in the evening. It's _____.
It's 1:00 in the afternoon. It's _____.
It's 9:10 in the morning. It's _____.
It's 11:00 at night. It's _____.

STUDENT _____
TESTER _____

UNIT VI PRE ___ POST ___ DATE _____

VOCABULARY

1

2

3

4

5

6

	YES	NO
1.		
2.		
3.		
4.		
5.		
6.		

SENTENCE PATTERNS

What's this?

It's a _____.

There are _____ _____ in a _____.

How many _____ are in a _____?

DIALOGUE

Do you have change for a dollar?

Yes, here you are.

Thank you.

Unit VI

READING

This is money.
Pennies are money.
A penny is 1 cent.
A dollar is 100 cents.

WRITING

How many pennies are in a nickel? _____
How many nickels are in a dime? _____
How many quarters are in a dollar? _____
How many pennies are in a dime? _____
How many dimes are in a dollar? _____

Please write (Yes, I do. No, I don't)

Do you have any money? _____
Do you have any tea? _____
Do you have any books? _____
Do you have any bread? _____

STUDENT _____
TESTER _____

UNIT VII PRE ___ POST ___ DATE _____

VOCABULARY

	YES	NO
1.		
2.		
3.		
4.		
5.		
6.		

SENTENCE PATTERNS

This is a _____ of

_____.

What is this?

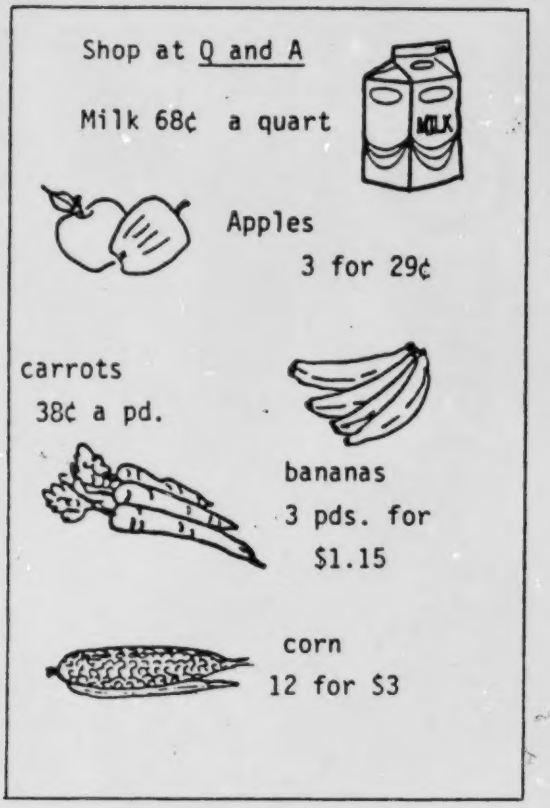
DIALOGUE

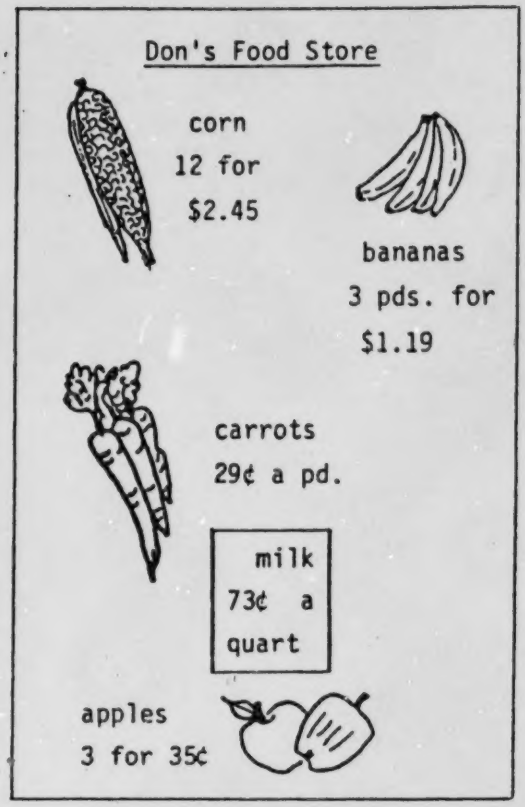
Where are you going?
To the grocery store.

What are you going to buy?
Some milk and eggs.
Want to come with me?

No thanks.

Please Read





These are ads. Study the price.
One ad is for the Q and A Store.
One ad is for Don's Food Store.

Please Write

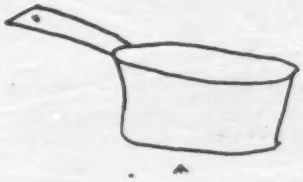
Food	Price at the Q and A	Price at Don's Food Store
3 apples	29 ¢	35 ¢
1 pd. carrots		
3 pds. bananas		
12 corn		
1 qt. milk		

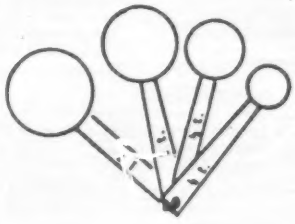
At Q and A all the food costs _____.

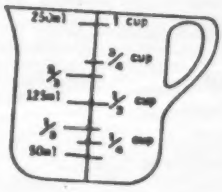
At Don's Food Store all the food costs _____.

UNIT VIII PRE ___ POST ___ DATE _____

VOCABULARY







	YES	NO
1.		
2.		
3.		
4.		
5.		
6.		

SENTENCE PATTERNS

Put the _____ in a/the _____.

Where do I put the _____?

DIALOGUE

Where is Mary?
She's in the kitchen.

What is she doing?
Cooking.

EMERGENCY ENGLISH FOR REFUGEES EVALUATION

Unit:_____

Class Location:_____ Class Time:_____

Date Taught:_____ Number of class periods:_____

Effectiveness:

Class Response:

Suggestions/Comments:

Note anything that cannot be taught the way presented.

Supplementary Activity:

Evaluated by:_____
Signature

THE CENTER FOR LITERACY 3723 Chestnut Street Philadelphia, Pa. 19104 (215) EV2-3700

January 1982

THE CENTER FOR LITERACY - AN OVERVIEW

In 1978 the Pennsylvania Department of Education completed research which revealed that 2 out of 5 Philadelphia adults are functionally illiterate--lacking essential adult survival skills such as figuring change, addressing an envelope, writing a check, following medication directions, or filling out any of the myriad forms of daily adult life.

Since 1968 the Center for Literacy (CFL), a nonprofit agency, has been tackling the problem of adult illiteracy by offering one-to-one basic skills instruction through a network of trained community volunteers.

The goal of the Center has been to provide a highly individualized tutorial service not readily available to adults whose reading level falls below grade 5. Since its beginning CFL has served over 6,000 adults, most of whom are members of minority groups and are unemployed or underemployed.

In 1976 the School District of Philadelphia subcontracted with CFL (then called the Philadelphia Adult Basic Education Academy) to provide tutoring to adults whose reading was too poor to permit their enrollment in the District's Adult Basic Education (ABE) classes. CFL began contracting this service directly with the State Department of Education in 1980.

Of the 519 adults who enrolled in the Center's programs last year, 86% were from minorities and 52% were unemployed. 479 of these adults learned reading and writing basic skills and 40 preliterate Indochinese refugees learned English language skills. Twenty-one percent completed their level of studies

and 40% are continuing instruction this year.

The Center's 1980-81 PDE contract of $60,697.48 breaks out as follows:

Cost perhour per student = $2.99
Cost per full time student = $172.44/year
Cost per student = $116.95/year

The Center has to raise an overhead of $56 per student per year. Thus, the overall cost per student is $173.00.

Five salaried staff, 8 CETA aides and 250 student and citizen volunteers provided over 20,000 hours of instruction free of charge at a number of locations throughout the Philadelphia metropolitan area. In addition to the five neighborhood learning centers set up by CFL at libraries, churches, and community centers, student-tutor pairs often meet in such diverse places as private homes, hospitals, prisons, nursing homes, and job sites. For the 1981-82 PDE contracts, CFL employs 7 full time and 4 part time staff which includes certified teachers, counselors, a linguist, and reading specialists who train and supervise the volunteers. In addition, volunteers are recruited by an active and involved 26 member Board of Trustees who also spearhead the Center's public relations, fund raising and program planning.

Because CFL's training team is accredited by National Affiliation for Literacy Advance and Literacy Volunteers of America, several Philadelphia area agencies send paid and volunteer staff to monthly training programs. In the past 3 years these include 73 trainees from Court Volunteer Services; 10 from the Catholic Archdiocese prison tutoring program; 109 from Temple University's Pan African Studies Community Education Program; 11 from church and community programs; and 10 individuals seeking professional development.

The Center's 1981-82 budget of $250,700 is funded through in-kind donations of $87,350 and restricted moneys from five contracts:

+ an $80,000 Pennsylvania Dept. of Education (PDE) 306 Adult Basic Education contract to instruct 180 adults in basic skills;
+ a $30,000 PDE 310 Special Demonstration Project grant to field test curriculum and volunteer training materials designed to teach Emergency English to preliterate refugees;
+ a $25,000 Pennsylvania Dept. of Public Welfare subcontract with Nationalities Service Center to provide English as a Second Language (ESL) instruction to 40 women refugees of child bearing age in West Philadelphia;
+ a $1,825 grant from the City of Philadelphia's Support Community Outreach Project (SCOP).
+ a $3,000 PDE minigrant to expand the Center's newsletter to include more student written material.

Nonrestricted funds include $5,000 grants from the Episcopal Church of the Saviour and the Arcadia Foundation, a small grant from the Catholic Archdiocese, donations from Gulf Oil Company, Girard Bank, United Engineers, R.M. Shoemaker Co., United Way Community Development and Donor Option Funds, private donations and individual memberships.

In the spring of 1981 The Center was evaluated by the Pennsylvania Department of Adult Education, In his evaluation report, Dr. John Christopher the Department's Chief, gave the Center's work three specific commendations:

- The flexible scheduling permitted by the tutorial format provides accessibility.
- The program is reaching and serving substantial numbers of those most impoverished, most in need, and most undereducated.
- The program supervisor demonstrates considerable knowledge and sophistication in data management, program supervision and curriculum.

A recent 38-year old graduate of the volunteer tutorial program expressed the typical gratitude felt by the Center's students in her letter to the program director:

> Since I have become a reader, life has been beautiful for me and my family. I am learning to take care of my own business matters. Now that I can write and spell, I can mail my payments too. I can read most of my mail. I can help my four children and my grandchildren with their homework. I have learned how to use the dictionary when I need help. I have learned to speak better also...I thank you very much for accepting my application to Adult School.

The Center's long range program development plans include:

-Expansion of the English as a Second Language volunteer tutorial services, especially to the Hispanic populations in our city;

-Developing a barrier free learning center accessible to disabled persons;

-Research to document educational and personal gains made by program participants;

-Marketing our tutor-training program to businesses and labor unions whose employees lack basic skills;

-Networking with an accrediting institution to offer continuing education in-service credits to trained tutors so that more professionals will take advantage of CFL's unique language-based literacy instruction methods and materials.

EVALUATION COMPILATION

	Very Well		Fairly Well		Not at All	
	5	4	3	2	1	0
1. New Words	50	29	17			
2. New Sentence Patterns	41	32	21	2		
3. Dialogues	33	33	20	8		
4. Reading	33	33	22	5	2	
5. Pronunciation	46	25	16	6		
6. Writing	30	32	22	9	3	
7. Physical arrangements of meeting place	35	27	28	3	1	
8. Teaching materials provided	41	28	17	2	3	2
9. Russian lesson as a sensitivity exercise	59	18	11	6	1	
10. Lesson segment demonstrations	37	30	23	2	2	
11. One-to-one practice	31	27	23	6	3	1

A workshop by videotape for tutors, teachers and sponsors of refugees and immigrants.

IF YOU SPEAK ENGLISH, YOU CAN TEACH ENGLISH.

"It is imperative that refugees have every opportunity to study English as soon as they arrive. These tapes and materials enable volunteers to teach essential and emergency English vocabulary to newcomers. Refugees should be tutored on a one to one basis as much as possible — in addition to attending community language classes. These materials show you how to teach listening, speaking, reading and writing skills." — Marti Lane

Coordinator of LCW Volunteer
Reading Aides Program

LCW
2900 Queen Lane
Philadelphia, PA
19129
(215) GE8-2200

Postage
Required

Marti Lane
LCW
2900 Queen Lane
Philadelia, PA
19129

IF YOU SPEAK ENGLISH, YOU CAN TEACH ENGLISH.

A workshop by video tape

- Introduces principles of teaching English to speakers of other languages.
- Demonstrates how to teach
  - Vocabulary
  - Dialogues
  - Reading
  - Pronounciation
  - Writing
- Includes an uninterrupted, unrehearsed lesson being taught to a beginning English student.

The workshop is designed to instruct tutors and teachers in the use of the Emergency English for Refugees, a basic curriculum of survival skills. The 26 practical English lessons are excellent as a core or supplementary curriculum for the refugee or immigrant. A viewers guide and a student workbook complete the series.

The video tapes are standard 2 hours ½" VHS cassettes (not Betamax). Three tapes to a set. The workshop was jointly produced in 1981 by Lutheran Church Women and the Refugee and Migration Services of Lutheran Children and Family Service of Southeastern Pennsylvania.

This brochure prepared by Center For Literacy, 3723 Chestnut Street, Philadelphia, PA 19104, (215) 382-3700, and funded in part by the Pennsylvania Department of Education.

Please detach and mail . . .

☐ I would like a complete description of the tapes and accompanying materials.

☐ I would like an appointment to view the tapes.

☐ I would like to rent the tapes. I understand six weeks advance notice is required and a rental fee of $35 is charged. I agree to pay return postage.

☐ I would like information regarding permission to copy or purchase tapes.